



CATHOLIC EDUCATION  
Archdiocese of Canberra & Goulburn

# Annual School Report to the Community 2015



## St Francis of Assisi Primary School Calwell

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### Principal

Mr David Austin

## Section One: Message from Key Groups in our Community

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### Principal's Message

We are a Catholic Systemic School in the ACT catering for 460 students and their families. In 2015 we had twenty classes from Kindergarten to Year 6 with an average class size of 23. The purpose of this report is to inform parents and the wider school community of the school's successes, activities and achievements throughout 2015.

At St Francis of Assisi, the staff, students, parents and parish strive to provide an integrated approach to education. The community integrates their faith with contemporary life and Gospel values are reflected in our policies, structures and relationships.

### Parent Body Message

The School Community Council has had another busy and successful year. I would like to acknowledge the members of the St Francis of Assisi Community Council for their contributions throughout the year on many and varied activities. I would also like to acknowledge and thank other parents who have contributed to school activities with the ultimate aim being to develop a sense of community and enrich the experience of the children at St Francis of Assisi Primary School. Our School Fete Day, Walkathon, Discos, Mothers Day and Fathers Day Breakfasts and Grandparents Day were highlights.

Community Council Chair

### Student Body Message

It has been a pleasure being a Year 6 student at St Francis of Assisi. I have been proud to be a student role-model for other students. I have enjoyed my time here at this school and am sad to leave when I go to High School.

On behalf of the students, I would like to thank our principal and other teachers for all their work in ensuring our school is happy and safe place to learn in.

## Section Two: School Features

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St Francis of Assisi Primary School is a Catholic systemic Co-educational School located in Calwell.

St Francis of Assisi Primary School is a Catholic Primary School located in Calwell, ACT. The school caters for students in Kindergarten - Year 6, and has a current enrolment of 460 students.

The school is administered by a Leadership Team including the Principal, Assistant Principal, Religious Education Coordinator and two Coordinators (Literacy and Numeracy). The Leadership Team is supported by the Parish Team and the School Community Council.

The school began in 1988 and was founded by the Parish and the Good Samaritan Sisters. From its beginning, the emphasis has been on community; family, parish and school - being the place of peacemaking, and in the words of the Parish motto: "to support and be supported". Our school is situated around the oldest Catholic Church in the ACT.

The school offers a broad-based curriculum which provides for the needs of students in their development as individuals and as members of the wider community. Academic areas of focus include literacy and numeracy with special emphasis on an inquiry approach to learning. Integrated units of work from K - 6 focus on quality teaching and inquiry based learning and with a range of IWBs, desktop, notebook computers and iPads, authentic integration of ICT into our curriculum is seen as a priority. The school encourages creativity through curricula and extra curricula activities which include music and music tuition, Asian Studies, creative arts learning experiences, with involvement in performing as well as visiting performances.

Parental involvement and partnerships and programs occur in many ways. Parents work in classrooms assisting the teacher with literacy groups, numeracy groups, arts activities and in any way to support the classroom teacher. The school also offers programs such as: Year One Forward Together, Parents as Tutors, School Community Council and numerous parent sub-committees.

St Francis of Assisi offers students opportunities to actively participate in inter-school debating, chess club and inter-school championships, environment club, Kookaburra club, NAIDOC, Wakakirri, Book Week, Grandparents Day, Christmas Carol Night, Mother's and Father's Day Breakfasts, Walkathon, ANZAC and Remembrance Day Liturgies.

St Francis of Assisi offers quality before and after school care.

## Section Three: Catholic Identity and Faith Formation

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Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

### Religious Life & Religious Education

St Francis of Assisi Primary is a Catholic school founded on Franciscan spirituality where the values of St Francis of Assisi are explicitly taught and upheld. The 'Peace Prayer' of St Francis is prayed by the whole school community each day at morning assembly. As St Francis of Assisi is the patron saint of the environment, we are a sustainable school where 'recycle, reuse, reduce' is applied to resource management, with school-wide recycling systems. The recycling of organic waste benefits the vegetable garden managed by the Environment Club each week. We are linked with other Franciscan schools through the Franciscan Schools Australasia network. We aim to strengthen these Franciscan community bonds, particularly with our sister schools of St Clare of Assisi, Conder and St Anthony's, Wanniasa.

The school continued to immerse all staff and students in the traditions and practices of the Catholic faith. As a school belonging to Corpus Christi Parish, South Tuggeranong, we provided the opportunity for Mass attendance and celebration of significant Church Feast Days throughout the year. The school provided Sacramental Programs for Penance, Eucharist and Confirmation that were supported by the Parish. Our Parish Priests worked in collaboration with teaching staff to support the faith formation of the children. All Priests incorporated teaching of tradition into the Parish Mass on Wednesday mornings at Sacred Heart Church and were attended by classes on a rotational basis.

Throughout the year, significant Church and community occasions were celebrated including: the beginning School Year Mass, Ash Wednesday, Holy Week Liturgies, Grandparents' Day, Mothers' Day, Fathers' Day, St Francis of Assisi Feast Day, the Year 6 Graduation Mass and Christmas Carols.

The school and Parish supported each other in the Sacramental Programs: Penance in Year 2, First Eucharist in Year 3 and Confirmation in Year 6.

The school community was once again very generous and supportive of social justice outreach initiatives. All classrooms had a collection box for Project Compassion during Lent. Mini-Vinnies, visits to the local aged care facilities, parish fund-raising and supporting our local St Vincent de Paul Society. Many staff also did training for the St Vincent de Paul 'Night Patrol' and commenced this ministry in 2015.

In Term 4 the students again raised funds for Catholic Mission, which was forwarded to Catholic Mission. The students also raised money for the St Vincent de Paul Christmas Appeal.

## Section Four: Student Profile

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### Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

Girls	Boys	LBOTE*	Total Students
244	225	15	469

\* Language Background Other than English

### Enrolment Policy

The Archdiocese of Canberra and Goulburn has established an *Enrolment Policy for Catholic Schools*. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the [Catholic Education Office](#) website.

### Student Attendance Rates

The average student attendance rate for 2015 was 92.95%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	93%
Year 1	94%
Year 2	92%
Year 3	94%
Year 4	93%
Year 5	93%
Year 6	92%

### Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the

- consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
  - documented plans are developed to address the needs of students whose attendance is identified as being of concern;
  - the Catholic Education Office designated School Services Officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

## Section Five: Staffing Profile

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The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
29	12	41

\* This number includes 21 full-time teachers and 8 part-time teachers.

Percentage of staff who are Indigenous	0%
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### Professional Learning

All teachers have been involved in professional learning during the year. These activities are designed to develop the skills and understandings of staff to improve student outcomes. Professional learning can take many forms including whole staff days, subject specific inservices, meetings and conferences.

The school held five whole staff days in 2015. The content of these days was as follows:

Literacy and Numeracy Focus Day (Term 1), Mentoring (Term 1), Literacy (Term 1), AITSL Professional Teacher Standards (Terms 3 and 4), and Staff Retreat (Spirituality) (Term 2).

### Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

## Section Six: Academic Profile

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	64%	48%	5%	11%
	Writing	63%	47%	5%	7%
	Spelling	34%	41%	16%	15%
	Grammar and Punctuation	57%	52%	5%	11%
	Numeracy	48%	34%	8%	15%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	27%	34%	22%	18%
	Writing	17%	19%	20%	18%
	Spelling	17%	33%	23%	15%
	Grammar and Punctuation	20%	36%	15%	17%
	Numeracy	14%	28%	17%	16%

## Section Seven: School Review and Improvement

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Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

### Key Improvements Achieved in 2015

During 2015, the school implemented an Annual Improvement Plan which focused on developing a Numeracy Assessment Schedule implemented across the school. The data was used to design tailored learning programs for all students and allowed staff to follow each student as they progressed through the school. Teachers were involved in a comprehensive professional development program, using an outside consultant and school leadership staff to develop our capacity to use and analyse data.

Another focus was the Collaborating on Student Achievement (CoSA) project to investigate what are the most effective ways to build teacher capacity in data analysis and effective classroom practice in order to raise student achievement? Staff undertook Professional Development and worked in teams to investigate this question. The work conducted with staff increased teacher knowledge and skills in areas such as data analysis and models of Literacy and Numeracy best practice in order to improve student achievement.

### Priority Key Improvements for 2016

Our focus for 2016 will continue to be guided by the analysis of data from NAPLAN, by the recommendations of the School Registration panel made in 2011 and by the school's own internal review process. School Registration will occur in 2016 and will be used to assist us in planning for the future in all areas of school life.

Our annual improvement goals for 2016 are:

1. To improve strategies to enhance student use of technology supported learning by implementing a trial BYOD programme in the school for Years 4-6 in Term 4 2016;
2. To build teacher capacity in the teaching of Religious Education through teachers using inquiry-based pedagogy in trialling and evaluating exemplar Religious Education programs; and
3. By the end of 2016, through inquiry based pedagogy, all teachers will use the four knowledge domains of spelling, and threshold concepts in numeracy, to support student achievement.

## Section Eight: School Policies

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### Student Welfare Policy

The St Francis of Assisi Behaviour Management Policy outlines the expectations for members of the school community regarding behaviour management with the focus on the personal development of students.

All staff and community members working with children at St Francis of Assisi are made aware of Catholic Education Office of Canberra and Goulburn Policies related to discipline and professional conduct each year. All procedures followed in applying this policy are based on principles of procedural fairness, and are in accordance with the Education Act 2004 and the Children and Young People Act 1999 (ACT), and guidelines issued by the Catholic Education Office of Canberra and Goulburn.

Corporal punishment is expressly prohibited in this school. In addition we do not sanction the administering of corporal punishment by non-school persons to enforce discipline at our school.

This policy guides students to make responsible choices about their behaviour and to accept the consequences of those choices and to implement an approach to behavioural issues which is consistent throughout the school.

The full text of the School's Student Welfare Policy may be accessed on the School's website or at the Administration office.

### Complaints and Grievances Resolution Policy

The Archdiocese of Canberra & Goulburn Catholic Education Office has established a *Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy.

The full text of the *Complaints Policy* may be accessed on the Catholic Education website at <https://cg.catholic.edu.au>.

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. The school follows the Catholic Education Policy as listed on the Catholic Education website.

A full text of the school policy is available on the school website or from the Front Office.

## Section Nine: Community Satisfaction

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

### Parent Satisfaction

The opinions of parents, students and teachers were sought covering a range of aspects including school effectiveness. A survey of parent satisfaction was conducted in December 2015. The survey has provided feedback to the School Leadership Team and Community Council about the overall performance of all at St Francis of Assisi.

Over 96% of parents surveyed believe the teachers at this school are committed and enthusiastic in their approach to teaching and that the school provides a stimulating environment for their child/ren.

All parents agreed that the school assisted their child to develop knowledge and understanding about Catholic tradition. Communication structures were also seen by the majority of parents to be highly effective. All parents surveyed indicated high satisfaction with the school providing a safe and supportive learning environment and the majority believed that the staff members at the school were genuinely interested in the welfare of their child.

### Student Satisfaction

As part of the St Francis of Assisi Primary School annual evaluation process, a survey of staff satisfaction was conducted in December 2015. The survey has provided feedback to the School Leadership Team and Community Council about the overall performance of all at St Francis of Assisi. The total number of responses received from staff was 85.

The majority of students surveyed indicated that they were proud of their school and that their class teacher encouraged them to learn to the best of their ability. Almost every student indicated that they felt safe at St Francis of Assisi Primary School. They indicated very strongly that if they had a problem, there were people they could approach for help. The students were appreciative of the sporting and other activities that they were able to be involved in. Almost all students agreed that the school helped them understand the Catholic faith.

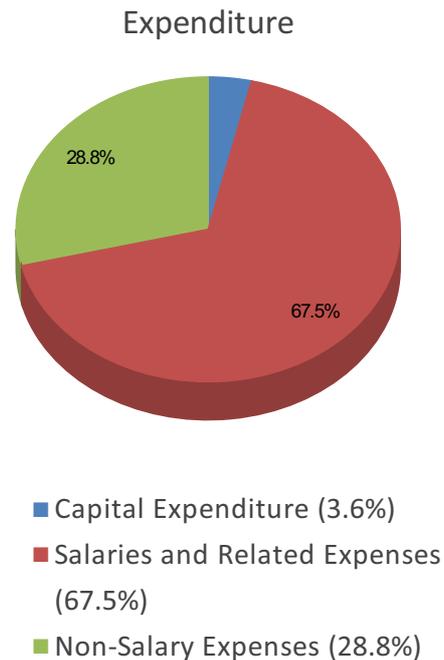
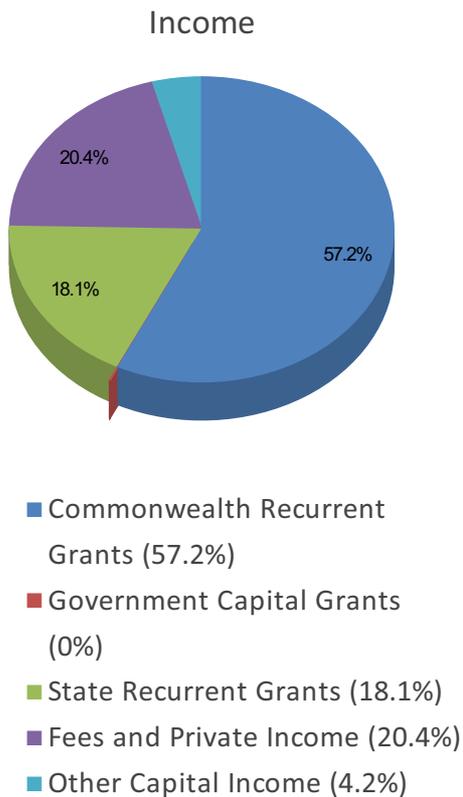
### Teacher Satisfaction

As part of the St Francis of Assisi Primary School annual evaluation process, a survey of staff satisfaction was conducted in December 2015. The survey has provided feedback to the School Leadership Team and Community Council about the overall performance of all at St Francis of Assisi. The total number of responses received from staff was 14.

Over 96% of staff believe their colleagues are supportive, they feel committed to the school and the school encourages a climate conducive to learning and that they are given opportunities to be involved in school activities.

All of the staff surveyed agreed that the school helped students to develop a knowledge and understanding about Catholic tradition. Staff also believed that the school strived to meet the individual learning needs of students. The staff also agreed that the school provided appropriate information to parents about student progress.

## Section Ten: Financial Statement



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$3,303,390
Government Capital Grants <sup>2</sup>	\$1,529
State Recurrent Grants <sup>3</sup>	\$1,047,683
Fees and Private Income <sup>4</sup>	\$1,181,248
Other Capital Income <sup>5</sup>	\$245,030
<b>Total Income</b>	<b>\$5,778,880</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$206,057
Salaries and Related Expenses <sup>7</sup>	\$3,825,765
Non-Salary Expenses <sup>8</sup>	\$1,633,977
<b>Total Expenditure</b>	<b>\$5,665,799</b>

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture

and Equipment.

7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.